

Appendix Table 7-16
Public assessment of whether science makes life change too fast, by respondent characteristic: 2014

(Percent)

| Characteristic | Strongly agree | Agree | Disagree | Strongly disagree | Don't know |
|--|----------------|-------|----------|-------------------|------------|
| All adults (<i>n</i> = 2,130) | 11 | 40 | 40 | 7 | 2 |
| Sex | | | | | |
| Male (<i>n</i> = 951) | 11 | 43 | 38 | 6 | 1 |
| Female (<i>n</i> = 1,179) | 12 | 38 | 41 | 7 | 2 |
| Formal education | | | | | |
| < High school (<i>n</i> = 246) | 15 | 55 | 23 | 3 | 4 |
| High school diploma (<i>n</i> = 632) | 12 | 44 | 38 | 4 | 1 |
| Some college (<i>n</i> = 607) | 13 | 39 | 38 | 8 | 2 |
| Bachelor's degree (<i>n</i> = 406) | 8 | 32 | 51 | 10 | 1 |
| Graduate/professional degree (<i>n</i> = 239) | 8 | 34 | 50 | 7 | 2 |
| Science/mathematics education ^a | | | | | |
| Low (<i>n</i> = 1,205) | 12 | 44 | 37 | 5 | 2 |
| Middle (<i>n</i> = 392) | 12 | 37 | 44 | 6 | 1 |
| High (<i>n</i> = 435) | 9 | 32 | 48 | 11 | * |
| Family income (quartile) ^b | | | | | |
| Bottom (<i>n</i> = 532) | 17 | 46 | 29 | 6 | 2 |
| Third (<i>n</i> = 440) | 14 | 43 | 35 | 6 | 2 |
| Second (<i>n</i> = 512) | 9 | 39 | 44 | 6 | 2 |
| Top (<i>n</i> = 480) | 7 | 34 | 50 | 9 | * |
| Age (years) ^b | | | | | |
| 18–24 (<i>n</i> = 103) | 12 | 44 | 37 | 3 | 3 |
| 25–34 (<i>n</i> = 382) | 13 | 39 | 38 | 10 | 1 |
| 35–44 (<i>n</i> = 381) | 12 | 39 | 43 | 3 | 3 |
| 45–54 (<i>n</i> = 376) | 14 | 40 | 38 | 8 | * |
| 55–64 (<i>n</i> = 429) | 8 | 37 | 47 | 7 | 2 |
| ≥ 65 (<i>n</i> = 441) | 10 | 45 | 37 | 6 | 2 |
| Trend factual knowledge of science scale (quartile) ^c | | | | | |
| Bottom (<i>n</i> = 349) | 14 | 51 | 29 | 3 | 4 |



| Characteristic | | Strongly agree | Agree | Disagree | Strongly disagree | Don't know |
|------------------|---|--|-------|----------|-------------------|------------|
| Third (n = 588) | | 12 | 48 | 36 | 3 | 2 |
| Second (n = 596) | | 15 | 38 | 38 | 7 | 1 |
| Top (n = 597) | | 7 | 29 | 52 | 12 | 1 |
| NOTES: | * = < 0.5% responded. | | | | | |
| | ^a Low = ≤ 5 high school and college science/mathematics courses; middle = 6–8 courses; high = ≥ 9 courses. Categories do not add to total <i>n</i> because "don't know" responses and refusals to respond are not shown. | | | | | |
| | ^b Categories do not add to total <i>n</i> because "don't know" responses and refusals to respond are not shown. | | | | | |
| | ^c Quartiles are based on the percentage of the nine questions in the trend factual knowledge of science scale that were answered correctly. See notes to appendix table 7-2 for the questions. | | | | | |
| SOURCE: | | University of Chicago, National Opinion Research Center, General Social Survey (2014). <i>Science and Engineering Indicators 2016</i> | | | | |